



**TEACHING READING COMPREHENSION OF NARRATIVE TEXT OF
THE TENTH GRADE STUDENTS OF SMAN 1 KARANGANYAR DEMAK
IN THE ACADEMIC YEAR 2012/2013
BY USING STORY MAPPING**

**BY
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2008.32.286**

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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MOTTO AND DEDICATION

Motto:

- *Actually there is an easy after the difficulty (QS.Al-Insyiroh: 6)*
- *Yang penting berani dulu, bagaimana kedepannya “bonek” saja (Bigboy Sabilly)*



This skripsi dedicated to:

- *His beloved father and mother,
Moch. Iskaq and Sri Wati Ningsih*
- *His brother and sister, M. Irwansyah
and Almh. Erma Martha Sari*
- *His best friend “Brother Complex”*
- *His little girl, Isma*
- *All family and friends*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Rezha Ady Nugraha (NIM: 20083286) has been approved by the skripsi advisors for further approved by the Examining Committee.

Kudus, 15 September 2013

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Finally, thus any comments, constructive criticism and suggestion will be humbly accepted to make this research better.



Kudus, September 2013

The writer,

Rezha Ady Nugraha

ABSTRACT

Nugraha , Rezha Ady. 2013. *“Teaching Reading Comprehension of the Tenth Grade Students of SMAN 1 Karanganyar Demak in Academic Year 2012/2013 by Using Story Mapping”*. Skripsi.English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Atik Rokhayani , S.Pd., M.Pd.(ii) Dr. Slamet Utomo, M.Pd.

Key words: Reading comprehension, Story mapping.

As one of the language skill, reading skill is important for the students to be mastered beside listening, speaking, and writing. And in the reading activity the students are expected to have competence in comprehending the text. The major problem faced by them is how to comprehend the elements of the story. They are hardly to concentrate as they read and most of them are not interested in reading. Story Mapping is proposed as an alternative approach to solve the problems. Story Mapping a is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying the characters, plot, setting, problem and solution of the story, students read carefully to learn the details.

The research is designed to improve students' reading comprehension of narrative text being taught by Story Mapping. The objective of the research is to find out whether or not there is significant difference between the reading comprehension of narrative text of the tenth grade students of SMAN 1 Karanganyar Demak in academic year 2012/2013 before and after being taught by using Story Mapping.

The design of this research is a quasi experiment. This research uses one group of pre-test and post test design. The population of this research are the tenth grade students of SMAN 1 Karanganyar Demak in academic year 2012/2013 which consist of 218 students. The sample of this research is X-5 H of SMAN 1 Karanganyar Demak. The writer uses reading narrative text as the material and prepares 40 multiple choices for the instrument of the research.

In finding a significant difference between two variables, the writer conducted t-test for dependent sample. The calculation of the collected data results that in the level significance 0.05 or 5% and degree of freedom (df) 44, the t observation (t_0) is 13,05 and the t table (t_t) is 2.04. It means that $t_0 > t_t$ (t observation is higher than t table).

Based on the result of the research above, the researcher concludes that the use of Story Mapping for the tenth grade students of SMAN 1 Karanganyar Demak in the academic year 2012/2013 can improve their reading comprehension of narrative text. The researcher also expects that Story mapping can be used as one of alternative teaching techniques to teach reading.

ABSTRAKSI

Nugraha , Rezha Ady. 2013. *“Teaching Reading Comprehension of the Tenth Grade Students of SMAN 1 Karanganyar Demak in Academic Year 2012/2013 by Using Story Mapping”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : ((i) Atik Rochayani , S.Pd., M.Pd.(ii) Dr. Slamet Utomo, M.Pd.

Kata Kunci: Pemahaman Membaca, Story Mapping

Sebagai salah satu kemampuan berbahasa, membaca penting untuk siswa. Dalam kegiatan membaca siswa diharapkan mempunyai kemampuan dalam pemahaman teks. Namun, siswa masih mengalami kesulitan; masalah terbesar adalah bagaimana memahami bagian-bagian cerita. Mereka susah untuk berkonsentrasi selama mereka membaca dan banyak dari mereka yang tidak tertarik membaca. Story Mapping disarankan sebagai pendekatan alternatif untuk mengatasi permasalahan ini. Story Mapping adalah sebuah strategi yang menggunakan kerangka grafik untuk membantu siswa belajar elemenr-elemen dari buku atau cerita. Dengan mengidentifikasi karakter cerita, alur, latar, masalah dan penyelesaian, siswa-siswa membaca dengan cermat untuk mempelajari detail.

Penelitian ini didesain untuk meningkatkan pemahaman membaca teks narrative siswa yang diajar menggunakan Story Mapping. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara pemahaman membaca teks narrative siswa kelas delapan SMAN 1 Karanganyar Demak Tahun Ajaran 2012/2013 sebelum dan sesudah menggunakan Story Mapping.

Desain dari penelitian ini adalah quasi experiment. Penelitian ini menggunakan desain satu grup pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas sepuluh SMAN 1 Karanganyar Demak tahun ajaran 2012/2013 yang terdiri dari 218 siswa. Sampel dari penelitian ini adalah 45 siswa kelas X-5. penulis menggunakan teks narrative sebagai bahan ajar dan menyiapkan 40 soal pilihan ganda sebagai instrument penelitian.

Untuk menemukan perbedaan signifikan antara dua variabel, peneliti menjalankan t-test untuk sampel terikat. Perhitungan dari data yang terkumpul menghasilkan bahwa pada level perbedaan 0.05 atau 5% dan derajat kebebasan (df) 44, t penelitian (t_0) adalah 13,05 dan t table (t_t) adalah 2.04. Hal ini menunjukkan bahwa $t_0 > t_t$ (jumlah t penelitian lebih besar dari pada t table).

Berdasarkan hasil dari penelitian tersebut, penulis menyimpulkan bahwa penggunaan Story Mapping untuk siswa kelas sepuluh SMAN 1 Karanganyar Demak tahun pelajaran 2012/2013 dapat meningkatkan pemahaman membaca teks narrative. Penulis juga berharap Story Mapping dapat digunakan sebagai alternative teknik untuk mengajar membaca.

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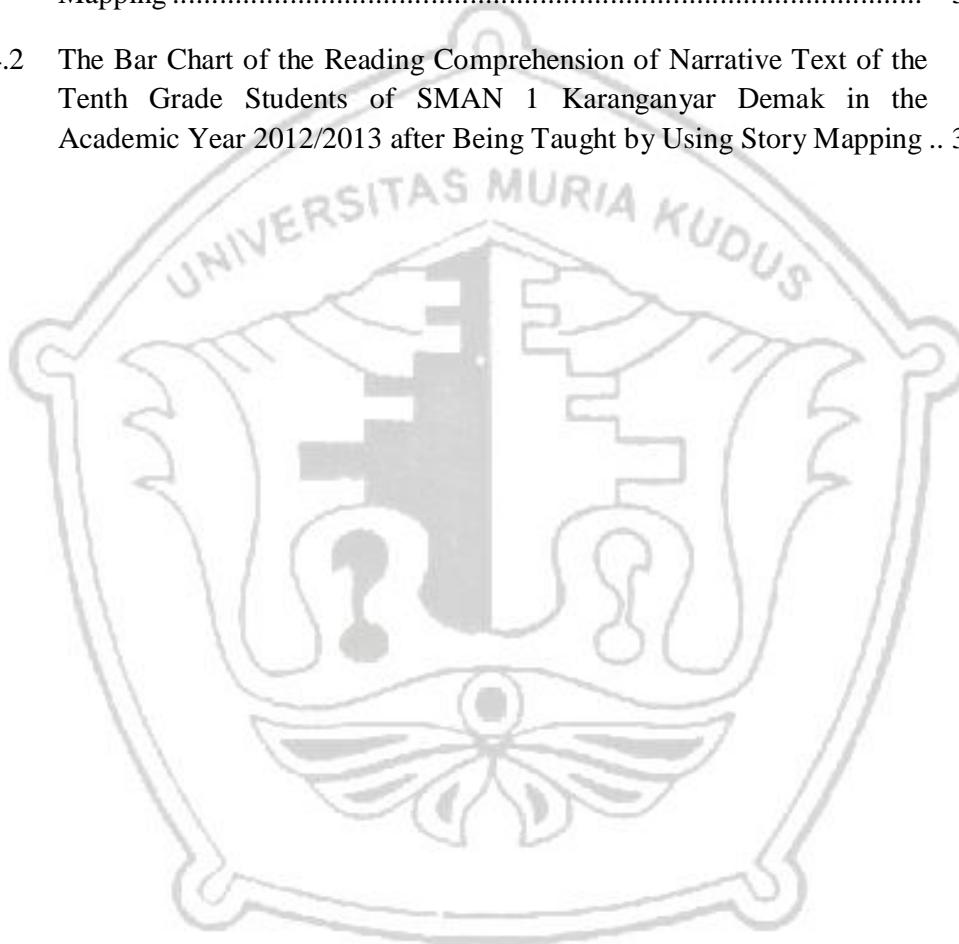
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